

*A Study of the Corrective Feedback  
Perferences of the Upper-Intermediate  
and Intermediate ESL Male and Female  
Students in Jeddah, Saudi Arabia in  
Written and Oral Correction*

*FOR THE DEGREE OF THE MASTER OF  
ARTS IN TEACHING ENGLISH TO  
SPEAKING IN OTHER LANGUAGES*



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## DECLARATION

The material contained in this dissertation is all my work. When the work of others has been adopted/paraphrased (e.g., books, articles, handouts, conference reports, questionnaires, interview questions, etc.), it has been acknowledged according to appropriate academic conventions. Sources of direct quotations are clearly identified. I have read and understood the University statement concerning plagiarism and collusion.

Signed: \_\_\_\_\_  \_\_\_\_\_

Bibi Rehana Mohamed

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## ABSTRACT

The study of ESL corrective feedback has attracted considerable attention over previous decades. Different aspects of error correction have been investigated and examined through observations, surveys and interviews. Topics such as oral and written correction, teachers and students' preferences, teachers' practices and students' uptake were among the subjects explored by researchers. However, as a consequence of the information gap in Saudi Arabian students' preferences for corrective feedback, this research was considered necessary. Thus, this study investigates the theoretical approaches of corrective feedback preferences of the intermediate to the upper-intermediate ESL male and female students in Jeddah, Saudi Arabia in written and oral errors.

As observed previously, teachers administered corrective feedback with the approach they perceived appropriate for students without considering students' views and opinions in the matter. Consequently, with the growth of teachers' awareness of students' preferences in corrective feedback, this inevitably enhanced and developed students' ESL acquisition in the classrooms.

In this study, participants were of ESL male and female students from the intermediate to the upper-intermediate levels over the age of 20 from the Jeddah province of K.S.A. The data was collected through a mixed approach of quantitative and qualitative methodologies. A written questionnaire with structured and open-ended questions was administered to the participants through hand distribution, emails, and WhatsApp. From a total of 70

questionnaires that were handed out 51 responses were received from 32 females and 19 males. After analyzing the data, the results manifested that corrective feedback was strongly desired by a significant number of both male and female students. In addition, a positive association was established between correction and motivation, and correction and accuracy in students' L2 development through the Spearman's Rank Correlation testing method. Likewise, *recast* was selected as the most preferred type of oral corrective feedback while *direct* correction was chosen as the most desired type of written corrections.

Understanding students' perceptions and preferences in error correction could enhance teachers' development in the delivery of effective lessons to students as well as offer desirable feedback to them explicitly or implicitly. Thus, with improved lessons and corrective feedback based on students' preferences, this could lead to an increase in students' uptake of the corrections received from teachers and would eventually ameliorate their ESL intake and repair of their errors.

# CHAPTER I

## Introduction

### 1.1 Background Information

Understanding the inner workings of acquiring a second language entails the exploration of the human mental processing system and its functions. Krashen registers that the best methods for real language acquisition are ‘those that supply "comprehensible input" in low anxiety situations, containing messages that students really want to hear’(1982: 7). Moreover, the process of acquiring an L2 includes more than one type of learning. Ellis (1997) states that acquiring a second language involves the processing of chunks of language structure as well as obtaining linguistic rules.

During the process of obtaining a new language, errors and mistakes are produced by the learner. Littlewood posits that ‘errors play an important role in the learning process. Errors show that language learners are still building the new knowledge in order to be able to use the language’(1984: 17). Thus, in addressing the errors created by ESL learners, researchers have provided theoretical approaches in attending to the different types of errors in grammar, lexicon, pragmatics, pronunciation, among others (Lyster and Ranta, 1997; Ellis, 2008). These approaches refer to as ‘corrective feedback’ provide teachers and students with strategies that could be utilized in assisting the reduction of students’ errors in their L2 acquisition.

## 1.2 An Overview of Corrective Feedback

Sheen and Ellis describe corrective feedback as responses ‘learners receive on the linguistic errors they make in their oral or written production in a second language’(2011: 593). In addition, Ellis (2008) adumbrates that corrective feedback comprises two factions, the feedback that the teacher provides as well as the student’s response to the feedback. He points out that ‘CF can only have an impact if students attend to it’(2008: 98). In the same manner, Brookhart emphasizes that:

‘Feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next’(2008: 2).

Moreover, Black and William’s research reveals that feedback displayed greater effect on students' achievement than any other individual factor (1998). Nevertheless, the controversy over the effectiveness of corrective feedback has been a continuous debate (Goldstein and Conrad, 1990; K. Hyland and F. Hyland, 2006; Truscott, 1999; Ferris, 1999). Despite the absence of agreement in the matter, studies have proven that corrective feedback when disseminated appropriately motivates, encourages and stimulates learning (Srichanyachon, 2012; Lee, 2013; Nordin et al., 2010). Brookhart remarks that ‘good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Students can’t hear something that’s beyond their comprehension’(2008:2).

### 1.3 Significance of the Research

L2 learners react positively to what they perceive as comprehensible knowledge. Krashen points out that comprehensible input is converted into intake by the learner. It is then materialized into output depending on the strength or weakness of the learner's affective filters. Affective variables could be anxiety, fear, boredom, and resistance to change. These situations could impact the acquisition of a second language negatively, as a strong affective filter prevents the increase of intake (1982).

Lee (2016) opines that one way of lowering the affective filter is by decreasing students' anxiety level. She points out (2016) that certain types of 'clarification requests' elicited by one of the teachers in her study increased the anxiety of the students, resulting in a negative emotional impact while explicit corrective feedback decreased the students' anxiety. Thus, the methods teachers employ in correcting students' errors could either deter or catalyse students' anxiety level, henceforth, contributing or hampering the process of their L2 acquisition.

Furthermore, Brookhart remarks that 'the effects of feedback depend on the nature of the feedback' (2008: 4). Thus, the researcher aspires that the finding of this research would enable teachers to self-reflect and self-evaluate their corrective strategies employed in their classrooms. This knowledge may assist them in modifying their teaching techniques to coincide with students' preferences which may assist in the lowering of students' affective filters, thereby improving their language production.

## **1.4 Purpose of the Research**

The primary purpose of this study focused on contributing to the improvement of ESL teaching and learning. It aimed at obtaining information about students' preferences on written and oral corrective feedback and the reasons for their choices. Knowledge of students' preferences is essential as it could assist students' learning process by allowing them to be involved in the development of their L2 acquisition.

This research examined specific teaching and learning situations in the classroom relating to students' errors and teachers' corrections. Matters that were investigated represented topics such as students' opinions on whether or not students' errors should be corrected, when, where and how corrections should be administered and students' attitudes towards the amount of error to be corrected.

Errors are viewed in two categories by researchers: Form-Focus and Meaning-Focus. This study concentrated on Form-Focus rather than Meaning-Focus. Additionally, it should be noted that the term 'error' in this research represents the definition of both mistake and error which refer to information that was taught previously and new information that was not learnt.

## **1.5 The Rationale behind the Research**

The literature read on the subject of corrective feedback has enlightened the researcher of teachers' perception in teaching and students' potential in learning. Hence, the selection of the research topic 'Corrective Feedback Preferences of the Intermediate to the Upper-Intermediate ESL Male and Female Students in Jeddah, Saudi Arabia in Written and Oral correction' was developed and investigated.

Corrective feedback has been administered in most institutions across Jeddah to students in a manner perceived by the teachers as best suited for students' learning progress. However, adults learning a second language have entered an ESL classroom with background knowledge from prior learning experiences on how corrective feedback should be administered. In other words, their schemata allow them to organize and comprehend new information by blending the recent input with their past knowledge and exposure. Studies (Lyster, Saito, and Sato, 2013; Schulz, 2001; Sheen, 2004; Han and Hyland, 2015) have indicated that L2 students' cultural background and experiences in learning are influencing factors in their perception and preferences of corrective feedback. Therefore, teachers are encouraged to consider these elements when administering corrective feedback to adults. Fowler-Frey asserts that 'instructors must endeavor to make the interaction between culture and learning in their classrooms explicit so that adult second language learners can participate fully in the learning of the second language in the classroom context'(1998: 31).



By this token, the present study has ventured into examining students' choices in corrective feedback. Every individual possesses independent learning styles, preferences and abilities that when considered by the teacher have the potential to catalyse faster development in the learner's acquisition. In addition, teachers should consider students' zone of proximal development whereby teachers are facilitators in guiding and encouraging students to independently achieve a more advanced level in their learning that would eventually assist them to progress to a stage of self-regulation (Vygotsky, 1978). Hence, teachers' expertise combined with their understanding of students' preferences and abilities could result in favorable outcomes in classrooms. Lyster et al. propose that 'CF plays a pivotal role in the kind of scaffolding that teachers need to provide to individual learners to promote continuing L2 growth'(2013: 1).

## **CHAPTER II**

### **Literature Review**

#### **2.1 The Effectiveness of Corrective Feedback**

In examining the Behaviorist Learning Theory, errors are viewed as unpleasant and receive negative reinforcement (Ellis, 1997). However, Corder (1967) differs from this perspective. He considers students' errors as tools that have the capacity to assist the learning process. On the one hand, errors committed by an L2 learner determine the absence of knowledge that is still required to be obtained and hence, an indication of the inadequacy of the learner's accuracy. On the other hand, corrective feedback is observed as a measure by which students obtain the opportunity to recognize and correct those errors. Mackey et al. point out that 'corrective feedback can play a facilitative role in drawing learners' attention to discrepancies between their own interlanguage and the target language, a process that is central to restructuring of the interlanguage system' (2016: 501). Henceforth, the effects of corrective feedback have long been investigated by numerous researchers over decades, resulting in contrastive findings and opinions.

Researchers have concluded favorable and unfavorable effects of corrective feedback. There are those who maintained that corrective feedback is indispensable for the L2 advancement of linguistic knowledge (Long, 1996; Swain, 1995; Russell and Spada, 2006; Brookhart, 2008; Bijami, Panian and Singh, 2016) while others are of the opinion that corrective feedback has

impacted students' L2 development insignificantly and is not required (Purves, 1984; Truscott, 1996, 1999). In addition, there are linguistic theories such as Universal Grammar and Communicative Language Teaching which support the view that corrective feedback of linguistic knowledge is unnecessary. Universal Grammar states that every human is born with an innate set of rules that govern the universal principles and parameters of language and the addition of specified linguistic knowledge enhances input (Cook, 2008). Similarly, the Communicative Language Teaching theory focuses on meaning without explicit correction. Richards and Rodgers posit that 'learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)' (2001: 161).

Truscott believes in the value of grammatical accuracy. However, he claims that 'grammar correction has no place in writing courses and should be abandoned' (1998: 328). The reasons supplied represent its ineffectiveness, harmful effects on students' attitudes and the lack of merit. He further states that 'correction does not help students' accuracy and may well damage it, simply abandoning correction will not have harmful effects on accuracy and might improve it' (1996: 360). Truscott points out that studies have not proven that grammar correction on students' written work will ensure accuracy in their future writing in the absence of a teacher to guide them. In addition, studies have not produced evidence that grammar correction contributes to the development of grammatical accuracy (1996). Subsequently, Truscott (1999) concludes that the option to correct or not to correct grammatical errors solely depends on the teacher's decision.

However, Ferris (1999) disagrees with Truscott's views and believes that grammar correction is necessary. She remarks that errors could be fossilized if not addressed appropriately and that students aspire to receive corrective feedback on their errors and are disappointed when it is not offered. Moreover, Ferris states that 'there is mounting research evidence that effective error correction can and does help at least some student writers' (1999: 4). She does not believe that the pedagogical practice of grammatical instruction and feedback should be eliminated. Moreover, she asserts that students' writing could be improved if teachers' feedback is administered effectively.

Thereafter, investigations have proven that corrective feedback has impacted the accuracy of students' written work positively (Chandler, 2003; Bitchener and Knoch, 2008; Storch and Wigglesworth, 2010; Van Beuningen, De Jong, and Kuiken; 2012). For example, Chandler (2003) has statistically proven in her research that the comparison between the experimental group and the control group in the first writing assignment indicated that there existed no significant difference. However, on the fifth assignment, by the end of the semester, the two groups demonstrated notable differences. The controlled group of students retained their previous score while the experimental group that was provided with corrective feedback improved their written accuracy by reducing the amount of grammatical and lexical errors from the first assignment in comparison to the fifth.

Likewise, Bitchener and Knoch (2008) have proven in their study that written corrective feedback improved students' accuracy in writing of a new text seven weeks after the treatment session of corrective feedback was administered. Similarly, Van Beuningen, De Jong, and Kuiken (2012) establish that direct and indirect comprehensive corrective feedback impacted positively on students' accuracy in their written work over a period of four weeks. The research further proves that direct corrective feedback had greater success on students' grammatical accuracy while their non-grammatical accuracy had benefited from indirect corrective feedback.

On the other hand, there are studies that have resulted in different conclusions on the effectiveness of corrective feedback depending on the variables involved (Hyland, 1998; Lyster, Saito, & Sato, 2013; Sheen & Ellis, 2011; Lee 2016). For example, Lee (2016) indicates that the positive or negative effects of corrective feedback on students' acquisition depend on the level of their affective filters. In her research, she mentions that students who exhibited greater comfort and less anxiety in the classroom displayed weaker affective filters which resulted in higher uptake in their oral tasks while those who reflected nervousness and discomfort had difficulty communicating accurately and fluently. She points out that the different approaches employed by two of the teachers in her research, whereby clarification requests were employed in eliciting correction had contrastingly opposite reactions from the students. The clarification requests that were expressed in a friendlier and more sensitive manner in the selection of words had the highest repair rate than the clarification requests that were rude and abrupt.

In addition, Hyland's study (1998) proves that students' level of proficiency had an impact on their L2 writing texts. The student from a lower proficiency level exhibited greater responsibility for her learning development and less dependence on the teacher's correction than the student of a higher proficiency level. Similarly, Sheen (2007) demonstrates that different types of corrective feedback had varying effects on students' written acquisition. The experimental groups of students that received direct metalinguistic correction achieved greater accuracy in their delayed post-test writing tasks than those who received direct-only corrections. The reason for the discrepancies in success between these two methods was related to the analytic ability of the students in the groups.

Despite the different views of the effectiveness of corrective feedback, research has proven that students' preferences indicated that they desired corrective feedback in both written and oral tasks ( Hyland, 1998; Ferris and Roberts, 2001). Ur states that 'students want to be told what the correct form is. In both writing and speech, students prefer to be told what the mistake was and what the right form should be, rather than to have to work it out for themselves' (2012: 93).

## **2.2 The Appropriate Time for Administering Corrective Feedback in Written and Oral Tasks**

Teachers' and students' perceptions and preferences differ in the various aspects of administering corrective feedback (Amrhein and Nassaji, 2010; Hyland, 1998; Diab, 2005). However, students acknowledge that they remain uncertain about the correctness of their

learning tasks unless constructive feedback is offered (Chastain, 1988). Nevertheless, the question continues to exist over the perfect time for providing corrective feedback.

Brookhart emphasizes that feedback should be administered at a time when students are mindful of it. It should be at that time when students are prepared to listen and comprehend its usefulness. Only then students' uptake and repair could be successful. She remarks that the best time to ensure a powerful impact on written corrective feedback is by 'returning tests and assignments promptly' (2008: 9). Returning students' assignment when it is fresh in their minds possesses more significant benefit to the students rather than returning it later at a time when it is irrelevant to them.

Moreover, feedback during the task proves to be pivotal as it permits students to address errors immediately thereby generating an improvement at the time of conducting the task. For example, Diab (2005) mentions that the instructor providing feedback to the students in her investigation favoured offering feedback during the initial writing task as well as on the final draft. Feedback was supplied during the primary task in order for students to implement the corrections into their final draft where enhancement of it would materialize and where the teacher offered fewer comments and feedback.

Other studies reveal that students prefer to receive corrective feedback when their errors prevent comprehensibility in communication (Saeb, 2017). However, Sheen and Ellis (2011) remark that corrective feedback could be administered at a time when the error is uttered during the task or after the task. Similarly, Chaudron posits that 'classroom teachers will likely correct

learners' errors either when they pertain to the pedagogical focus of the lesson or when they significantly inhibit communication' (1988: 136). Moreover, Demir and Ozmen (2017) mention that a number of participating teachers (native English speaking teachers) in their study preferred immediate oral corrective feedback while others thought it best to administer correction at the end of students' speech in order not to deter them from expressing themselves and affect their self-confidence. However, the other group of teachers (non-native English speaking teachers) selected their time for oral corrective feedback depending on the different factors involved such as the course and task types, the frequent occurrence of the errors by the student and the student's ability in repairing the error at that moment. In addition, the advanced-level students in Lee's (2013) research preferred receiving corrective feedback promptly and immediately during their conversations and interactions with their teachers.

Ur points out that correcting students during a speech exercise is a decision dependent on the teacher's judgment. The teacher's decision will be either to interrupt the fluency of the speech to correct the student, delay the correction until after the speech or may choose not to correct at all. More importantly, she urges teachers to consider 'the level and confidence of the student, the goals of the course, the frequency or gravity of the error, the willingness of the students to tolerate interruption' (2012: 94).



### **2.3 The Appropriate Location for Administering Corrective Feedback in Written and Oral Tasks**

Correcting students' written tasks presents another dimension that captures the attention of teachers and researchers alike, and that is the location in providing the corrective feedback. Teachers may choose to be explicit or implicit in their correction. They may be explicit by directly indicating the position of the errors by underlining or circling them, or they may be implicit by indirectly placing clues in the margin of the page that an error has occurred in that area (Brookhart, 2008). Interestingly, another type of corrective feedback has been included in identifying errors to students, and that is on-tape feedback. Morra and Asis (2009) investigated written and on-tape corrective feedback offered to students after their written work on both macro (content, organization) and micro (vocabulary, grammar, mechanics) errors. They state that both types of corrective methodologies manifested positive effects on the final writing of students' work. However, the group of students that received on-tape feedback recorded an increase in the number of micro errors. The reason proposed suggested that corrective feedback was heavily emphasized on macro errors (content and organization) than the micro errors for this group of students. In addition, Bultron (2014) mentions that teachers could provide oral corrective feedback on students' written work through a conference setting as it reduces the time of error correction.

As regards to oral corrective feedback, it could be offered to students in or out of the classroom. Brookhart (2008) states that error correction could be supplied in the classroom when

there exists a common misconception by a group of students as it serves to benefit most of the students. On the other hand, individual feedback could be administered in private either at the student's desk, at the teacher's desk or out-of-class time.

## **2.4 The Effects of Various Types of Corrective Feedback**

The discourse continues regarding how corrective feedback should be executed for both oral and written errors. There are concerns which emerge such as whether corrections should focus on form or meaning, be offered explicitly or implicitly, direct or indirect, coded or uncoded, input-providing or output-providing. Irrespective of the techniques employed by teachers, the primary objective of error correction is to precipitate the realization in students of their errors, and through scaffolding, teachers could assist students in the prevention of fossilization of these errors (Ur, 2012). Moreover, the efficacy of the various types of corrective feedback is dependent on learners' uptake in utilizing specific types of teachers' corrective feedback rectification of errors and repair them successfully.

## **2.5 Types of Oral Corrective Feedback**

Siauw (2016) posits that one of the teachers in her research employed input-providing strategies as well as output-providing strategies in correcting students' grammatical and lexical errors. Input-providing strategies are corrective feedback that presents the answers to students such as *recast* and *explicit* corrections. Alternately, output-providing strategies are prompts that the teacher provides in order to obtain the answers from students, for example, *clarification*,

*repetition, elicitation* and *metalinguistic* corrections. These strategies were categorized by Sheen and Ellis (2011). In addition, Siau (2016) observes that a greater number of input-providing strategies were offered for learners' grammatical errors while a larger quantity of output-providing strategies was employed for lexical errors. She states that the reason the teacher employed more input-providing strategies for grammatical errors was attributed to the students' moderate level of grammar while output-providing strategies were exercised to prompt students to utilize the vocabulary learnt for the improvement of their speaking tasks. Additionally, Siau (2016) points out that even though this teacher utilized different types of oral corrective feedback in her class, the strategies she employed were not always effective by students' uptake. The reason for the unsuccessful uptake was attributed to the teacher's style of correction. She attempted to correct most of the students' errors, including those that were previously corrected by utilizing the exact corrective method as before. In other words, the teacher failed to adopt another style of correction for that specific error.

Correspondingly, Demir and Ozmen (2017) remark in their research performed in Turkey that the majority of the teachers, native and non-native alike preferred *recast*, an input-providing strategy - where the teacher provides the correct answer without pointing out the student's error - above any other type of oral corrective feedback such as prompting techniques. Surprisingly, the least preferred method among the teachers was the *explicit* type of correction which is another input-providing strategy that provides the answer. In this instance, the teacher informs the student of the error. The rationale for the disparity in the choices represented the cultural habit adopted for corrective feedback. The frequent utilization of recast by the teachers exhibited their conventional method established for correction in order not to disrupt the flow of the

conversation. Moreover, the method of recast facilitated the Turkish students' habitual expectations and secured them from embarrassment.

In support of this corrective feedback type, Loewen mentions that recast is regarded as 'the most common feedback method in the classroom' (2013: 23). However, Mackey et al. state that 'research suggests that there is no single most effective feedback type and that the best strategy for approaching learner errors should involve a mixed bag of feedback moves' (2016: 507).

Concurrently, Khatib and Vaezi (2017) declare in their study - of Iranian EFL teachers and students' preferences - that the more experienced teachers displayed a higher preference for employing *indirect* corrective feedback where the error was subtly indicated but not pointed out to the student. This result coincided with the students' preferences as they desired indirect oral corrective feedback over direct explicit feedback. The soaring preference for indirect corrective feedback from both teachers and students was attributed to the non-threatening nature of this strategy. Consequently, the results depicted a mismatch between the types of indirect corrective feedback preferred by the teachers and the students. The teachers' preference revealed *repetition* above recast while the students' choice presented the latter over the former. In repetition, the teacher regurgitates the students' incorrect phrase or statement hoping that they self-correct the error. The justification provided for the variation in selections revealed that the more experienced teachers viewed repetition as output-prompting as it offered the students the opportunity to self-correct the error if they so desired. Nevertheless, students preferred recast as they expressed a more profound inclination in receiving the answers from their teachers. Khatib and Vaezi further state that the less experienced teachers preferred to offer direct corrective feedback where the

errors are distinctly pointed out to the students via metalinguistic clues or explicit correction whereby students are informed of their errors and are corrected simultaneously.

On the contrary, other studies (Lee, 2013; Han and Jung, 2007, Yang, 2016; Saeb, 2017) point out that students favoured explicit corrective feedback as it produces a significant impact on the development of their oral proficiency and skills. Saeb adumbrates that the preferences of the teachers and students in her study displayed a discrepancy in choices. The students preferred explicit corrective feedback with metalinguistics explanation as they believe that it remains the teachers' responsibility to highlight their errors. The teachers, on the other hand, desired development of students' autonomy through implicit corrective feedback as students were urged in locating their errors and rectifying them. In addition, there existed teachers in this investigation who believed that explicit corrective feedback affects the fluency of communication.

## **2.6 Types of Written Corrective Feedback**

Ferris and Roberts (2001) observe three groups of students in their research on their ability to self-edit their written work. Two of the groups were supplied with indirect corrective feedback on the writing tasks while the third group received no feedback. The two groups that received feedback displayed significant improvement in self-editing their work over the group that was not provided. However, the findings demonstrated no significant difference between the two groups that received feedback. One of the groups obtained coded metalinguistic feedback on their work while the other received uncoded feedback whereby the errors were underlined with

no codes. Conversely, Kahraman's research (2013) demonstrates otherwise whereby coded-corrective feedback had impacted the students' written work more positively as it reduced students' level of anxiety, compared to the un-coded corrective feedback. The reduction of students' uneasiness enabled them with satisfactory performance in their written tasks.

In addition, Tang and Liu's (2018) study indicates that indirect coded corrective feedback along with short affective comments and indirect coded corrective feedback without short comments improved students' uptake and overall writing performance in immediate and delayed writing tasks. There existed no significant difference in the two styles of corrective feedback with or without the presence of additional comments. However, the comments served as motivational words for inspiration and enhancement of students' writing. Moreover, Diab's study demonstrates that students depend on the teacher's comments for improvement of their writing skills. One of the students stated that 'the more comments I see the more it's useful to me ... I want to see them [comments] because I want to see what I should do, what I'm doing wrong' (2005: 39).

On the other hand, Kamberi (2013) remarks that direct corrective feedback administered to the students in her research established a positive short term effect. Contrarily, it failed to impact the students' long term corrective capacity. Moreover, indirect corrective feedback resulted in an increased degree of uncertainty by the students of the meaning of the various codes and symbols. Despite Kamberi's (2013) findings on direct correction, Chandler (2003) reports otherwise. Chandler (2003) mentions that the students in her investigation demonstrated significant improvement in accuracy both with revision writing (short term) and subsequent writing (long

term). Students remarked that direct corrective feedback was the easiest method for them in rewriting follow-up drafts. However, there remained other students who preferred indirect correction as it afforded them the opportunity to self-correct their errors which assisted them in preventing the occurrence of that specific error in the future.

## **2.7 The Person Most Preferred in Administering Corrective Feedback**

Research (Saeb, 2017; Kamberi, 2012; Hyland, 1998; Ferris and Roberts, 2001) has revealed that a large number of students desired corrective feedback on their spoken and written work. However, they opted for teachers' feedback rather than peer or self-correction. Students perceive teachers' corrections as the most successful feedback in improving their writing. Ur suggests that the reasons for students' preference of teachers' correction rather than peers' correction maintained that it decreases their embarrassment and discomfort in the classroom. Additionally, she remarks that students 'don't rely on each other to be right, and prefer the more reliable source of the teacher' (2012: 94). Likewise, Kamberi (2012) records that the acceptance of peer-feedback from other students was viewed as unimportant and was not considered seriously, except for those students who were coupled with students of higher proficiency level. Similarly, Yang, Badger and Yu (2006) register that the teacher's written feedback improved students' writing while peer-feedback resulted in students' autonomy.

On the other hand, there are studies which favour self-correction (Ferris and Roberts, 2001; Mackey et al., 2016). Ferris and Roberts (2001) opine that self-correction promotes the most

advantageous method in supporting students in self-editing their writing. Correspondingly, Mackey et al. (2016) advance that ‘self-correction in response to feedback can trigger deeper and more elaborate processing of L2 forms, helping learners establish memory traces that last longer’ (2016: 502).

## **2.8 The Appropriate Amount of Corrective Feedback**

Providing the ideal measure of correction presents a difficulty for teachers as they are inclined to correct every error they encounter. Brookhart states that ‘for real learning, what makes the difference is a usable amount of information that connects with something students already know and takes them from that point to the next level’ (2008: 12). Students anticipate teachers’ correction and in varying circumstances are disappointed when it is not offered (Hyland, 1998). Moreover, Lee (2013) comments that the amount of feedback students expect to receive from teachers depends on their level of proficiency. She states that the more proficient student anticipates extra teacher’s feedback. However, there are times when students perceive a mismatch in what is expressed by them and their teachers’ understanding of it, as the corrections teachers offered projected dissimilarity from what students expected (Zamel, 1985; Ferris, 1995).

On the contrary, Kahraman and Yalvac (2015) posit that the majority of students surveyed in their research recorded that teachers should correct all their errors, major and minor. Their results statistically revealed that following the first draft of the written assignment, less than 50% of the students registered that teachers should correct all errors as students preferred to self-edit their



written work at that stage. However, in the writing of final draft, an increase of over half of the students expressed willingness for all their errors to be rectified by their teachers as more students were inclined towards obtaining their teachers' input at this stage. Additionally, grammar and vocabulary errors topped the most desired to be corrected for these students as they aimed for higher grades.

Likewise, Amrhein and Nassaji (2010) state that the majority of both students and teachers in their research chose the option for all errors to be corrected while the second priority of teachers for correcting the errors heralded those that affected communication. The justification provided by the students for their choice was that having cognizance of their error will ameliorate their writing skills. However, the teachers expressed that students anticipated the correct form; hence, they reflected on students' perception and expectation when providing feedback.

Correspondingly, Saeb (2017) reports that over 50% of the students in her investigation desired that all errors be corrected by their teachers. The students believed corrective feedback assisted them in recognizing the problems and prevent them from perpetuating the same mistakes in the future. In contrast, the majority of the teachers demurred and preferred to correct errors that affect the comprehensibility of the conversations as the primary objective in language learning and teaching continues to focus on communication.

## CHAPTER III

### Method

This chapter provides an overview of the research's methodology and the execution of its processes. Firstly, it highlights the purpose of the study, then provides information of the respondents that participated in the survey. Consequently, the instrument and procedures employed for collecting the data are mentioned, followed by the methods established for analyzing the gathered data.

### 3.1 The Aim of the Study

This research was constructed to address the corrective feedback preferences of the intermediate to the upper-intermediate ESL male and female students in Jeddah, Saudi Arabia in written and oral correction. The following research questions were initiated to guide the investigation of this study:

Should students' errors be corrected?

When should errors be addressed?

How should errors be corrected?

What are students' attitudes towards the amount of errors to be corrected by teachers?

It should be noted that these inquiries were influenced by the questions Hendrickson shaped (1978) on error correction.

### **3.2 The participants**

Participants were selected from a university and a college within the Jeddah province. They comprised 51 adults; 19 males and 32 females, ranging from ages twenty to thirty. The respondents were ESL students from intermediate or upper-intermediate levels. Students of these levels were chosen for this research by virtue of their familiarity with teachers' methods of corrective feedback in ESL teaching. In addition, they presented greater capabilities in expressing the justifications for their choices of corrective feedback in their second language than lower level students.

Since this research examined the analysis of the inner workings of the mental processes of human-beings in acquiring a second language, both genders were surveyed, representing a broader spectrum of the population thereby increasing the reliability of the results. In addition, for accentuating the findings of this study, a comparison of male and female preferences was analyzed. Cohen et al. state that 'the larger the sample the better, as this not only gives greater reliability but also enables more sophisticated statistics to be used'(2007: 101).

### **3.3 The Instrument**

A written questionnaire (Appendix 1) was employed for the assessment of students' preferences in corrective feedbacks for both written and oral activities. Brown declares that questionnaires are 'any written instruments that present respondents with a series of questions or

statements to which they are to react either by writing out their answers or selecting them among existing answers'(2001: 6). As such, this questionnaire was designed with structured and open-ended questions. Furthermore, Mackey and Gass mention that structured questions:

‘typically involve a greater uniformity of measurement and therefore greater reliability.

They also lead to answers that can be easily quantified and analyzed. Open-ended items, on the other hand, allow respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data’(2005: 93).

Moreover, the research instrument was determined on the basis of the project’s content, the number of participants and the time allocated for the completion of this research. The structured questions consisted of multiple-choice, 5 point Likert-scale ranging from 1 representing 'strongly agree' to 5 conveying 'strongly disagree,' a ranking scale with preferences from a spectrum of ‘most preferred’ to ‘least preferred’ as well as dichotomous types of questions. On the other hand, the open-ended questions sought participants’ viewpoints and explanations for their selections in the quantitative questions.

Additionally, specific words were translated into the Arabic language that would have hindered comprehensibility of the instructions and questions. Dörnyei observes that ‘the basic assumption underlying this widespread translation practice is the belief that the quality of the obtained data increases if the questionnaire is presented in the respondents’ own mother tongue’(2010: 49).

The questionnaire was divided into three main categories. The first requested participants' demographic characteristics as it supported the reliability of the research. The second accumulated details on participants' preferences for oral corrective feedback while the third category gathered information on participants' written corrective feedback preferences. The second and third categories were each sub-divided into four sections. Section 1 acquired data on whether or not students' errors should be corrected. Section 2 obtained information on the appropriate timing when teachers should administer error corrections. Section 3 addressed types of error correction such as recast, repetition, elicitation, direct, indirect, metalinguistics. In addition, this section examined the most suitable candidate for administering error correction. Thereafter, questions projecting students' preferences on the location of written corrective feedback were exclusively included under the third category of the questionnaire (Written Correction Feedback Preferences). Subsequently, Section 4 collected particulars on students' attitudes towards the amount of errors to be corrected by the teachers. It should be noted that the typology of oral and written corrective feedback in this research was founded on the specifications set by Lyster and Ranta (1997) and Ellis's (2008) respectively. However, the terminologies employed by them to describe the different types of correction were not mentioned in the questionnaire. Instead, specific examples corresponding with those terminologies were provided in the questionnaire.

### 3.4 The Procedures

As a result of the quantitative and qualitative nature of the questionnaire and the small size of the sample selected to represent the larger population, a stratified random sampling method was chosen from the probability sampling. In addition, the participants were selected noting their location, age, proficiency level in ESL and their familiarity with corrective feedback. Cohen et al. posit that ‘a stratified random sample is, therefore, a useful blend of randomization and categorization, thereby enabling both a quantitative and qualitative piece of research to be undertaken’(2007:112).

Prior to distributing the questionnaires to the selected participants, research ethics procedures were observed as this represents an essential element of a research project. Blaxter (2001:158) emphasizes that ‘research ethics is about being clear about the nature of the agreement you have entered into with your research subjects or contacts’ He further explains that ‘ethical research involves getting the informed consent of those you are going to interview, question, observe or take materials from’(2001:158). In prioritizing research ethics as a vital standard to be implemented before and during the data collection, project information sheets (Appendix 2) were distributed briefing students about the nature of the research and what it entailed. Students interested in the survey were required to read and sign the consent forms (Appendix 3) expressing their voluntary decision to participate in the project.

Thereafter, questionnaires were allotted to a section of the participants by hand distribution while the other received a link via their emails and WhatsApp to complete the survey. Mackey and Gass remark that:

‘Questionnaires can also elicit comparable information from a number of respondents. In addition, questionnaires can be administered in many forms, including via e-mail, by phone, through mail-in forms, as well as in person, allowing the researcher a greater degree of flexibility in the data gathering process’(2005:94-95).

In order to create the electronic link, the questionnaire was uploaded into Google Forms which allowed participants to take part in answering the questions while maintaining anonymity after submitting the survey. This application collected, stored and created pie-charts of the accumulated data in a spreadsheet that the researcher exclusively possessed access in viewing the information for further tabulation and analysis. A total of 70 questionnaires were distributed, of which 51 were returned. Nineteen of the responses were submitted from the male participants while the remaining 32 represented females.

Preceding the distribution of the questionnaire to the respondents a pilot survey was carried out with five students. Romanko and Nakatsugawa posit that a pilot testing enables the researcher to enhance and strengthen the practicability of the questionnaire by recognizing ‘what problems arise and yield feedback on things such as wording, comprehension of questions, clarity of instructions, completion time needed, and layout’ (2013:5). This procedure addressed the difficulties that hindered the process of Saudi students’ comprehension of the questions and instructions in the questionnaire. In addition, incorrect Arabic translations and a few grammar mistakes were highlighted.

Ethical conditions were facilitated in conducting the survey. There existed no physical or psychological pressure or distress to the participants. Similarly, ethical procedures were followed

in the gathering, securing and preservation of the data. The data collected remained in the researcher's custody at all times in a secured file. Moreover, The data was stored on the researcher's personal computer that was protected by a secure password. Thus, the confidentiality of the participants' data was ensured throughout this research as well as their identities.

### **3.5 Data Collection and Analysis**

The method established for this research paradigm represented a combination of positivism and constructivism approaches. Creswell and Clark point out that a mixed method approach 'provides a better understanding of research problems than either approach alone' (2007: 5). Data was collected and analyzed quantitatively and qualitatively to triangulate the data for validation and cross verification (Bogdan and Biklen, 2006). A quantitative method was chosen for this research in measuring the variables involved. Moreover, Blaxter et al., (2010: 238) point out that utilizing a quantitative method 'analysis will make wide use of proportions and percentages, and of the various measures of central tendency ('averages') and of dispersion ('ranges').' On the other hand, the qualitative method aggregated information on the rationale behind the respondents' preferences in written and oral corrective feedback.

The quantitative questions were structured for the respondents to tick, circle or number their answers. In order to statistically analyze the quantitative data descriptive and inferential statistical analysis were relied upon. The descriptive statistics collected and summarized the data and thereafter, converted it into comprehensible information. On the other hand, the inferential



statistics observed the results of the sampled population then produced general statements about the total population.

Responses were coded with numbers for analysis of the quantitative questions in order to facilitate tallying of the data. The data was then summed up and recorded. Afterward, the information was transferred to a micro-soft excel spreadsheet where an overview of the figures assisted in recapitulating and describing the data provided. For categorical and ordinal data, pie and bar charts were employed to compare and contrast responses. Subsequently, the information was entered into SPSS for statistical analysis where frequencies of responses were computed and compared. The Pearson Chi-square test was employed to check for significant differences between male and female participants while the Spearman Ranked Correlation was utilized for investigating the correlation coefficient between variables.

The qualitative questions required participants to respond to open-ended questions by expressing their opinions or justifications for their answers on the lines provided. The data collected were summarized then categorized into themes that were numerically coded to allow a smoother tabulation of the data.

## CHAPTER IV

### Results and Analysis

The results accumulated from the students' responses quantitatively and qualitatively are presented under the two main categories of the research: oral and written corrective feedback preferences.

#### 4.1 Quantitative Results of Students' Preferences in Oral Corrective Feedback

Figure 1 illustrates that a significant number of the total participants (94%) declared their desire for oral errors to be corrected, out of which 53% strongly agreed. Correspondingly, 90% registered their disagreement that correcting spoken errors are unimportant.

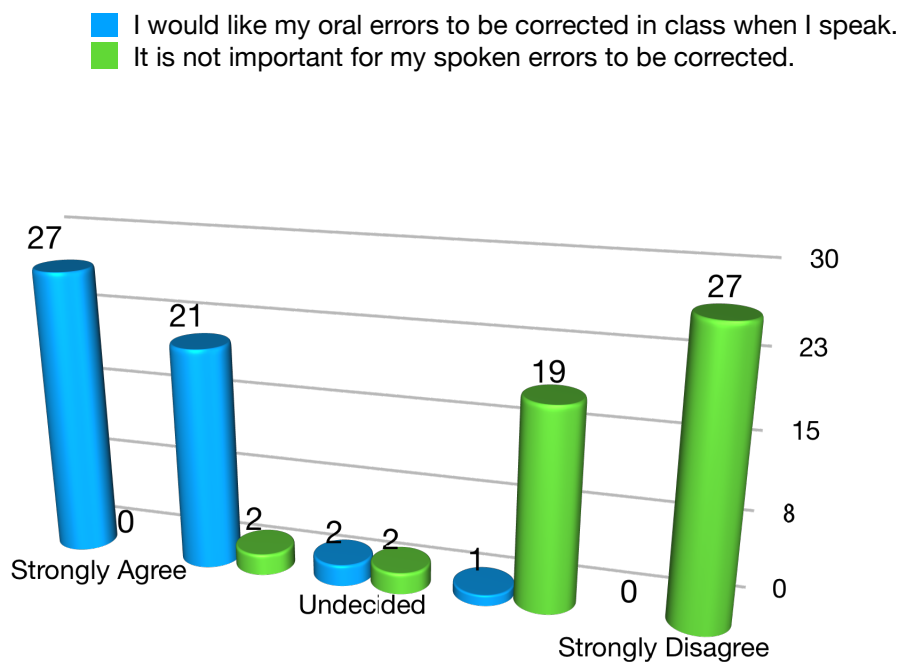


Figure 1: Preference for oral corrective feedback and its importance

Moreover, the results revealed that 88% of the students indicated that teachers' oral corrective feedback motivated them to speak English frequently while 94% believed oral corrections assisted them in developing the accuracy of their speech. Likewise, it was observed that 70% of the students remarked that corrective feedback does not cause nervousness.

Thus, table 1 demonstrates the correlation coefficient between students' desire for oral corrective feedback and its effect on students' motivation and accuracy in speaking by employing Spearman's rank correlation in SPSS. The correlation coefficient of 0.595 indicated a strong positive correlation between correction and motivation while 0.324 demonstrated a moderate positive correlation between correction and accuracy. In addition, the p values 0.000 and 0.020 are lower than 0.01 and 0.05 respectively which manifested that the results are statistically significant.

			Correction	Motivation	Accuracy
Spearman's rho	Correction	Correlation Coefficient	1.000	.595**	.324*
		Sig. (2-tailed)	.	0.000	0.020
		N	51	51	51
	Motivation	Correlation Coefficient	.595**	1.000	0.233
		Sig. (2-tailed)	0.000	.	0.100
		N	51	51	51
	Accuracy	Correlation Coefficient	.324*	0.233	1.000
		Sig. (2-tailed)	0.020	0.100	.
		N	51	51	51
** Correlation is significant at the 0.01 level (2-tailed).					*
Correlation is significant at the 0.05 level (2-tailed).					

Table 1: Correlation between oral correction, motivation and accuracy

A significant number of students agreed that oral errors should be corrected in grammar, pronunciation and vocabulary. The proportion of students that agreed represented 84%, 90% and 92% respectively. However, the time for administering corrective feedback for the speaking activity had an almost equal division of preference whereby twenty-six students preferred corrections during the activity while twenty-five students desired correction to be offered after the speaking activity.

Table 2 presents the results of the number of students and their rank of preferences for the types of oral corrective feedback. It indicates that recast represented the most preferred choice while explicit correction was viewed as the least preferred.

	Most Preferred	More Preferred	Preferred	Slightly Preferred	Less Preferred	Least Preferred
Recast	15	7	9	7	8	5
Clarification	6	12	9	13	8	3
Elicitation	6	8	13	13	7	4
Repetition	5	10	7	7	10	12
Metalinguistic	12	9	8	8	7	7
Explicit	7	5	5	3	11	20

Table 2: Students' preferences for the types of corrective feedback

In table 3 calculation of the total for each type of the correction was computed in a micro-soft excel spreadsheet then ranked for further clarification whereby recast was established as the most preferred.

	Total	Rank
Recast	203	1
Clarification	190	3
Elicitation	185	4
Repetition	161	5
Metalinguistic	194	2
Explicit	138	6

Table 3: Ranking students' preferences for the types of oral corrective feedback

Figure 2 represents the information established in table 2. The bar chart records that students preferred recast as their first choice of corrective feedback, followed by metalinguistics.

Thereafter, clarification was chosen then elicitation while repetition and explicit corrections were selected as their least preferred choices.

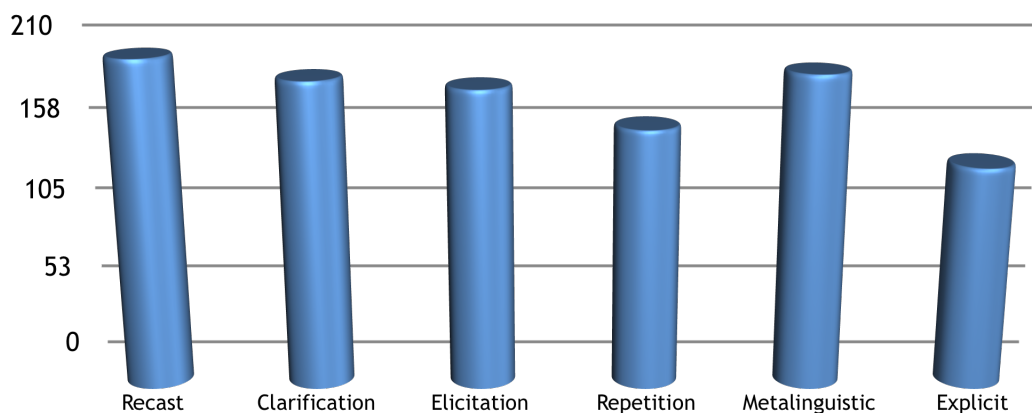


Figure 2: Bar chart illustrating the most to the least preferred type of oral corrective feedback

A significant amount of the respondents (94%) indicated they preferred their teachers' oral corrective feedback of which on a scale of agreement, 82% of the participants strongly agreed while 12% agreed. However, 29% of the students surveyed favoured peer correction, while 39% indicated that they preferred to correct their errors.

The results of students' attitudes toward the volume of oral errors to be corrected indicated that almost half (47%) of the participants agreed or strongly agreed that all major and minor errors should be corrected whether the information is conveyed or the lack of comprehensibility persisted. However, 67% of the participants favoured correcting major errors that affect communication and comprehensibility while 77% of the respondents agreed that teachers should correct the minor errors of students who do not commit major errors.

The examination performed for the most preferred type of corrective feedback established that recast proved to be the students' most preferred choice. From a total of 15 students, 6 were males while 9 were female which represented 32% and 28% respectively. The Chi-Square Test of Independence was employed to observe any relationship between the two categorical variables; gender and recast.

The finding in table 4 establishes that there was no significant relationship between gender and recast, as the p value of Pearson Chi-Square displayed 0.695 which was higher than the 0.05 required to record a statistically significant difference of male and female preferences for recast. In addition, the observed frequencies for male and female most preferred preference for recast were not significantly different from the expected frequencies.

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.033 <sup>a</sup>	5	0.695
Likelihood Ratio	3.053	5	0.692
Linear-by-Linear Association	0.595	1	0.441
N of Valid Cases	51		

Table 4: Statistical analysis between gender and recast corrective feedback

## 4.2 Qualitative Results of Students' Preferences in Oral Corrective Feedback

Approximately half of the surveyed students preferred corrective feedback be provided during the speaking activity. Reasons supplied for choosing this particular timeframe manifested that it was easier for the students to remember their errors to avoid them in the future while concentration on the error correction was more intense during the activity rather than after the activity. Other students mentioned that this technique was more effective and assisted them to correct their errors on the spot. Additionally, they explained that they were conscious of the time and location the error occurred during the speech. Two students suggested that correcting the errors during the activity may assist other students who were committing the exact errors while one student stated that there was the possibility that the teacher might forget the errors that occurred during the activity if they were left to be corrected until after the activity.

On the contrary, students who chose corrective feedback to be administered after the speaking activity outlined their reasons. A number of students conveyed that this method avoids disrupting

the fluency of the speech and prevents nervousness and embarrassment while a few students stated that it restrains irritation and annoyance during the exercise. Others remarked that they were more attentive to corrective feedback after the activity rather than during the activity.

The respondents adumbrated explanations for their choice of the most preferred type of oral corrective feedback. Those who chose recast stated that the teacher presented the correction for errors while avoiding embarrassment on the speaker's behalf. Others remarked that it assisted them in learning and retaining the correction for future usage. As for those respondents who selected clarification for their most preferred corrective feedback choice, they conveyed that they were conscious of the answers and their teacher's inquiry assisted them in self-correction. Likewise, the reasons supplied for choosing elicitation as the most preferred oral corrective feedback provided an opportunity for students to contemplate their error and self-correct it at that moment. They explained that the grammar rules were previously taught in class. Hence, teachers eliciting the correction was an appropriate means of feedback.

However, for the corrective feedback type of repetition, a solitary reason was offered. The respondent indicated that this type of correction would not be forgotten and not be repeated in the future. On the other hand, the explanations brought forth for metalinguistic as the most preferred type of error correction emphasized that it assisted students to revise and memorize the grammar rules while others remarked that it was beneficial as the teacher identified the error then provided a means for the student to correct it. As for the respondents who selected the explicit corrective feedback type noted that they were more attentive to the correction when they were



informed that an error had occurred. Similarly, other students conveyed that this method allowed them to recognize the weak areas in their speech and enabled them to improve it.

The majority of the respondents preferred teachers' corrective feedback over peers or self-correction. They remarked that teachers possessed greater knowledge and experience than students. Hence, they were capable of identifying students' errors and assisting them with corrections. Other students emphasized that teachers were knowledgeable of the corrective rules which assisted them in providing clear explanations of the errors which occurred, followed by comprehensible corrections that were retained for future usage. Additionally, students commented that they trusted the accuracy of their teachers' correction over others and it was less embarrassing and more comforting receiving their teachers' corrective feedback rather than their peers. One respondent registered that obtaining correction from classmates created the feelings of a lower standard of intellectual standing to the one offering the correction while another student remarked that it encouraged classmates to laugh at each other.

### **4.3 Quantitative Results of Students' Preferences in Written Corrective Feedback**

A significant number of the respondents (92%) registered their preference for receiving corrective feedback on their written assignments, of which 71% strongly agreed.

Figure 3 demonstrates that the majority of students strongly agreed that grammar, spelling and vocabulary errors should be corrected in their written work, the quantities of students that strongly agreed represented 73%, 77%, and 69% respectively.

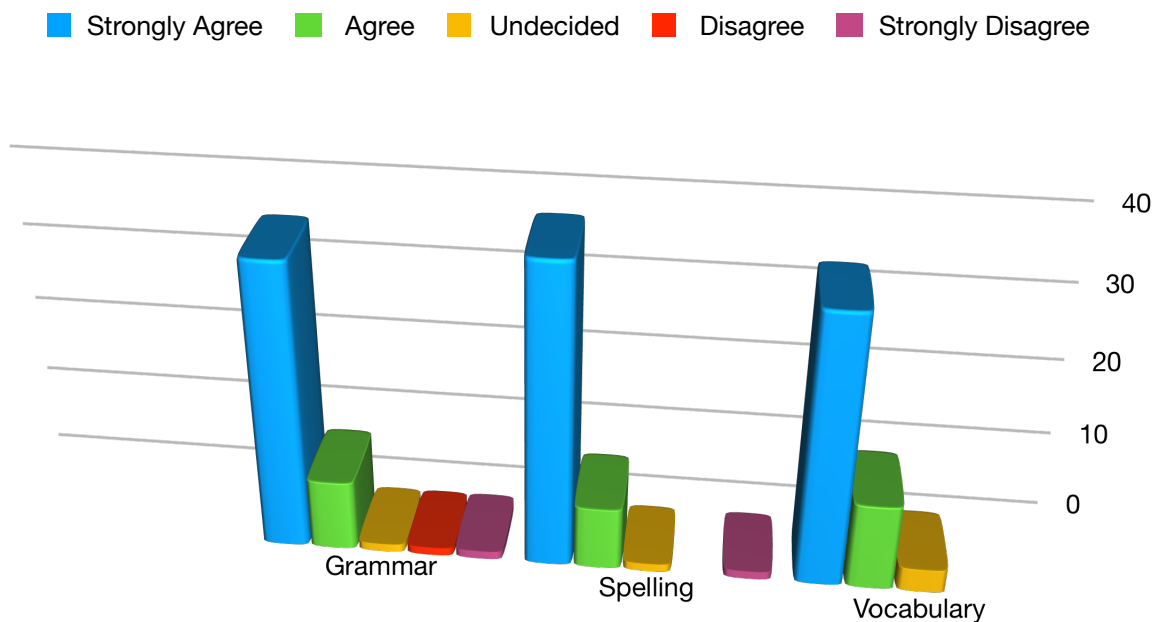


Figure 3: Students' preferences for corrective feedback in grammar, spelling and vocabulary

Likewise, 78% of the respondents disagreed with the statement that corrections do not improve writing skills. In addition, over half of the participants (55%) indicated that teachers' written corrective feedback encouraged them toward writing development while 24% of the students disagreed and the remaining 21% were undecided.

Figure 4 displays that approximately half of the respondents (52%) preferred their written assignment to be corrected and returned to them after one day while 23% desired theirs after one

week. However, the remaining 25% of the students indicated that the amount of time the teacher requires to mark and return the assignments is inconsequential.

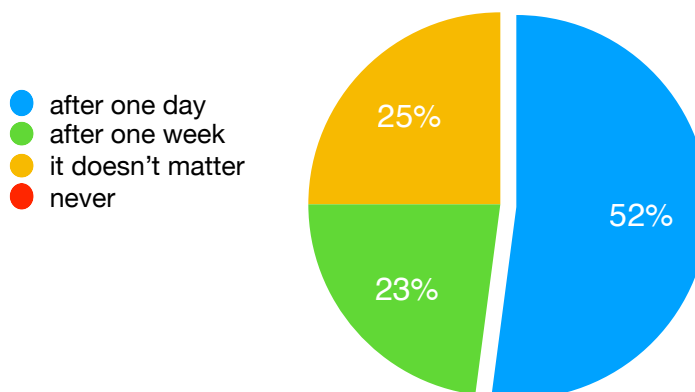


Figure 4: Time preferred for written corrective feedback

Students were requested to select the most preferred type of written corrective feedback to the least preferred type. They were presented with four different types of correction: direct, indirect, explicit metalinguistic coding and implicit metalinguistic coding. The results in table 5 indicate that the majority of the students selected direct corrective feedback where errors are pointed out and the corrections are supplied as their most preferred choice.

	Most Preferred	More Preferred	Preferred	Least Preferred
Direct	41	7	1	2
Indirect	2	12	16	21
Explicit Metalinguistic Coding	7	20	18	6
Implicit Metalinguistic Coding	1	12	16	22

Table 5: Students' preferences for the types of written corrective feedback

Subsequently, in table 6 computation for each type of the correction was calculated in an Excel spreadsheet then ranked for further clarification of students' preferences. The results manifested that explicit metalinguistic coding was selected as the second most preferred type where grammatical codes were provided above the errors indicating the place of the error along with corrective clues. Thereafter, indirect corrective feedback represented students' third preference where the location of the errors was pointed out without providing corrections. The least preferred type of correction reflected implicit metalinguistic coding where grammatical codes were placed at the end of the sentences indicating the types of errors.

	Total	Rank
Direct	189	1
Indirect	97	3
Explicit Metalinguistic Coding	130	2
Implicit Metalinguistic Coding	94	4

Table 6: Ranking students' preferences for the types of written corrective feedback

Figure 5 displays the data collected in table 5. It revealed that direct corrective feedback was the most preferred by the students while implicit metalinguistic coding demonstrated the least preferred.

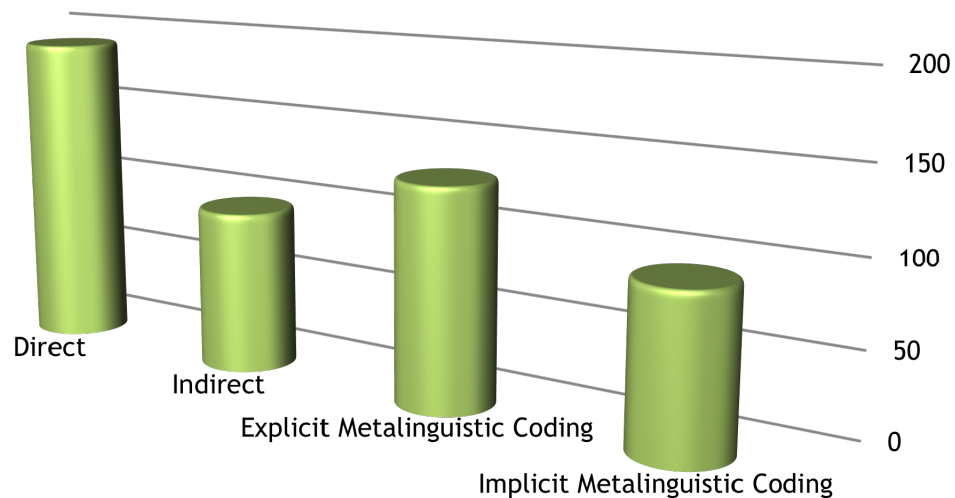


Figure 5: The most preferred type of written corrective feedback

A substantial amount of the participants (88%) registered that they preferred their teachers' corrective feedback for their written work, of which on the Likert scale of agreement 78% strongly agreed. However, 20% of the students indicated that they would rather have their classmates' correction while 23% desired self-correction.

Likewise, figure 6 represents a significant number of the respondent (70%) preferred corrective feedback to be written above their errors, while the balance of the participants favoured the corrective feedback to be noted in the margin of the page (19%) or at the end of the assignment (11%).

Figure 6: Preferred location for written corrective feedback

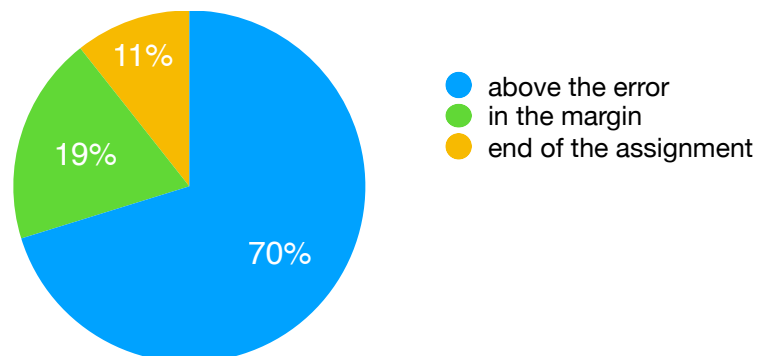


Table 7 illustrates the findings for students' attitudes towards the amount of written errors to be corrected by teachers. It revealed that 77% of the respondents agreed that teachers should correct the minor errors for students who do not commit major errors in their written work. Conversely, 67% preferred teachers to correct all errors, major and minor, whether the errors affected comprehensibility or otherwise. As for the statement of teachers exclusively correcting students' major errors in their written assignment that affect understanding 51% of the participant agreed.

Likert Scale: (1) Strongly Agree - (5) Strongly Disagree	1	2	3	4	5
Correction of all errors major and minor errors	23	11	8	4	3
Correction of major errors that affect understanding	12	14	11	10	2
Correction of minor errors for students who don't commit major errors	17	22	3	4	3

Table 7: Students' attitudes to the amount of written corrective feedback

Students' most preferred type of written corrective feedback registered as direct correction. Of the 41 students that selected direct correction, 15 were male while 26 were female which represented 79% and 81% respectively. In order to detect any association between gender and direct corrective feedback, the Chi-Square Test of Independence was utilized for examining such findings.

Table 8 manifests that the p value of Pearson Chi-Square recorded 0.396 which is higher than 0.05, the standard established for determining a significant difference between the two variables.

Hence, the result reflected that there existed no significant relationship between gender and direct corrective feedback as it was desired by both male and female alike.

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.974 <sup>a</sup>	3	0.396
Likelihood Ratio	3.939	3	0.268
Linear-by-Linear Association	0.430	1	0.512
N of Valid Cases	51		

Table 8: Statistical analysis between gender and direct corrective feedback

#### **4.4 Qualitative Results of Students' Preferences in Written Corrective Feedback**

Over 50% of students preferred their written assignment to be marked and returned after one day. One of the reasons offered for such preference stated that prompt corrective feedback was most beneficial for the students as they remembered the subject matter that was still fresh in their minds. In addition, it was mentioned that being cognizant of their errors allowed them to concentrate on different aspects of their L2 acquisition.

However, students selected the choice of after one week remarked that this length of time allowed the teachers to produce meaningful feedback. On the other hand, there remained

students who indicated that the time frame was of no consequence as receiving corrective feedback and being aware of their errors were the primary objectives.

The respondents provided explanations for their choice of the most preferred type of written corrective feedback. Students who selected direct corrective feedback conveyed that the errors were simultaneously pointed out and corrected while others indicated that it reflected the most straightforward and most understandable method of correction. In addition, students noted that by possessing knowledge of their errors and corrections, this assisted them in their learning process and supported them in remembering the corrections for future reference as the corrections were written next to the errors. On the other hand, a few students selected indirect corrective feedback. They stated that this technique was the most preferred type of corrective feedback as it provided them the opportunity for self-correction.

The choices of metalinguistic corrective feedback were divided into two sections: explicit metalinguistic coding and implicit metalinguistic coding. Students remarked that the grammar clues assisted in revising the grammar rules and prevented the occurrences of errors in the future. Other students registered that it represented the most useful technique which allowed students to correct their errors and learn from them concurrently. However, there were students who mentioned that corrections with codes could be confusing and difficult to comprehend at times.

The majority of the students preferred teachers' correction. They offered reasons such as the teacher being the most trustworthy, the most qualified and most experienced in providing the correct answers. Others remarked that it embodies the teacher's job to offer corrective feedback



while a few students indicated the clarity of the explanation provided of the errors and corrections by the teacher expressed the result for their choice.

Students stated that they felt more comfortable with teachers' correction and that it reflected significant effects on learning rather than their classmates' corrections. In addition, it was stated that teachers understood what the student tried to express while classmates' corrections could lead to bitterness among students.

However, one student expressed that there was no problem of receiving classmates' corrective feedback while the students who had selected self-correction stated that they were capable of correcting their errors and that self-correction would increase their learning capacity.

A significant number of the respondents desired for the correction to be written above the errors. They supplied reasons such as the location, and the amount of errors were quickly recognizable which enabled students to memorize and visualize the occurrence in their future writing. Additionally, students noted that this method of correction was more organized and less confusing.

However, the respondents who preferred corrections to be at the side of the page mentioned that the advantage of such action produced no obstruction in the assignment as it was presented in an organized and straightforward manner. Similarly, the students that chose for the corrective feedback to be at the end of the assignment stated that it was written clearly and was displayed in an organized fashion than the other two remedial methods.

## **CHAPTER V**

### **Discussion**

#### **5.1 Restatement of the Research Question**

The present study addresses a solitary aspect of corrective feedback in ESL teaching and learning. Its primary focus revolves around the corrective feedback preferences of the intermediate and upper-intermediate ESL male and female students in Jeddah, K.S.A. in written and oral correction.

The research investigated students' preferences for corrective feedback when rectification of their errors was offered to them in acquiring English as their second language from the following perspectives:

Should students' errors be corrected?

When should errors be addressed?

How should errors be corrected?

What are students' attitudes towards the volume of errors to be corrected by teachers?

These inquiries were influenced by the questions Hendrickson shaped (1978) on error correction.

## **5.2 Discussion of the Findings**

### **5.2.1 The Effectiveness of Oral and Written Corrective Feedback**

Responses from both sections of the questionnaire (oral and written) manifested greater similarities than dissimilarities in the results of students' preferences. The results established that Saudi students in Jeddah, male and female demonstrated inclinations for corrective feedback in oral and written work. It was proven that there existed no discrepancies between an overwhelming majority of students and their aspirations in receiving corrective measures in acquiring their second language. This finding supported Hyland (1998) and Ferris and Roberts (2001) studies whereby it was established that students yearned for corrective feedback.

Moreover, a large number of students registered their recognition of the importance of error correction and agreed to be corrected on their grammatical, vocabulary, pronunciation and spelling errors. According to Kahraman and Yalvac (2015), grammar and vocabulary were registered as essential errors to be addressed in their study as the students aimed to elevate their grades. Similarly, the students in this study strongly concurred that corrective feedback presented vital information in their L2 acquisition as constant corrections assisted them in developing fluent speech and accurate sentence structures than previously in their L2 classes. This finding coincided with Ferris and Roberts (2001) study.

Additionally, the effectiveness in the students' L2 development could be attributed to the motivation and encouragement they obtained from teachers' corrective feedback. Hence,

students' open-mindedness and willingness in accepting corrective feedback could ultimately lead them to an increase of uptake and repair in their L2.

Notably, it was observed in this investigation that corrective feedback impacted students' motivation and accuracy in their L2 speaking. Henceforth, further examination was administered to strengthen the observation, employing Spearman's rank correlation to detect statistical significance between the variables: corrective feedback, motivation and accuracy. As predicted, the figures recorded a significant positive correlation between students receiving corrective feedback and their motivation to speak in class. Similarly, the correlation coefficient established a favourable relationship between correction and accuracy of speech. However, in establishing the correlation for students' desire for corrective feedback and nervousness from teachers' corrective feedback, it was proven that there existed no relationship binding these variables. Correspondingly, students remarked that they were disappointed when corrections were not offered for their errors.

These findings further supported the statements of those researchers who believe in the importance of corrective feedback in L2 acquisition such as Long, 1996; Swain, 1995; Russell and Spada, 2006; Brookhart, 2008; Bijami, Panian and Singh, 2016. On the other hand, the results manifested in this section of the research contrasted with Truscott's statement that corrective feedback is not helpful to students' accuracy. However, in all fairness to Truscott's belief, a practical observation of these students' written work and scores over a time-period is necessary to be taken into account for a definitive conclusion to be drawn.

According to Krashen's (1982) affective filter hypothesis, factors such as nervousness, embarrassment and animosity could influence students negatively in their L2 acquisition. However, observing the information from the survey, nervousness arising from teachers' corrective feedback resulted in a negative affective factor for these students. Nevertheless, embarrassment and animosity from peers' correction were noted by the students as negative determinants. Hence, this phenomenon could potentially hinder students' learning and trigger them to be disengaged from participating in class, especially in speaking activities. As a result, teachers should be cognizant of students' natural instinctive state of mind during peers' corrective feedback. Additionally, it would be wise for teachers to present advantages of peers' correction in class prior to practicing it among the students.

### **5.2.2 The Appropriate Time and Location for Administering Corrective Feedback**

It was surprising to the researcher of this study that students were not on the same side of the spectrum concerning the timing and location of issuing oral and written corrective feedback. The results in the administration of oral corrective feedback clearly demonstrated that the students remained equally divided in their preferences for the most suitable time. Hence, it would suggest that the discrepancies in students' preferences indicated that they possessed varying goals and objectives for their speaking lessons. Students aiming for accuracy and perfection of the language would opt for correction during the activity and desire a considerable amount of their errors be corrected. On the other hand, students whose ambition leads to fluency in communication would be favourable to teachers not interrupting their speech until after the activity.

Similarly, approximately 50% of the students preferred written corrective feedback after one day on their written assignments while the remainder opted for their correction after one week or at a time convenient for the teacher thereafter. The students who settled on an earlier time for corrective feedback indicated that it remained advantageous as the tasks previously executed were still remembered, thereby, facilitating retention of the corrections for future usage.

In both instances; oral and written correction, it was observed that a number of students desired prompt corrections. This observation suggested that the students acknowledged that intake and repair of their errors would be impacted upon vibrantly at an earlier time after the occurrence of the error rather than a later time. This finding corroborates Brookhart's (2008) view that immediate corrections on written tasks ensure a powerful impact. Additionally, the desire for prompt corrections could be related to the students' learning habits from previous education institutions. The observation of students desiring immediate corrective feedback that allowed them to remember the error and its correction lends credence to Vassall-Fall's study of the Saudi educational society. He states that for centuries the society strongly practiced and emphasized the memorization of the Holy Quran which eventually transferred the teaching method of memorization to the public school system (2011).

Hence, from their customary practice of memorization, it would suggest that the students' dependence on the pedagogy of receiving and retaining information persists with them, thereafter, transfers to other aspects of their acquisition of knowledge. Additionally, Cook postulates that 'students base what they do on their previous experience of learning and using language' (2008:8). Furthermore, Demir and Omen mention in their research that 'the teachers

attributed their students' envisaged perceptions toward the way they would like to be corrected to their past pedagogical habits and learning experiences as well as to the traditional way of teaching they were subject to' (2017:122).

Moreover, the majority of students aspired for their written corrective feedback to be clearly placed just above the errors instead of in the margin of the page or at the end of the assignment as errors as well as their corrections were identifiable simultaneously without difficulty. This explicit type of correction desired by students indicated their customary style of learning whereby students over-relied on their teacher. Tamer (2013) points out in his investigation of the Saudi students that the educational system in Saudi Arabia has fossilized to the point where students are reliant on their teachers for all their necessities of learning. He further states that autonomous learning for these students would require time in order to transform the educational society from reliance on their teachers to self-governance in their learning.

### **5.2.3 Students' Preferences for the Various Types of Corrective Feedback**

Since the results illustrated that recast was established as students' most preferred type of oral corrective feedback further investigation utilizing the Pearson Chi-Square was administered to establish if there existed any significant difference between male and female selection for this type of correction. As anticipated, there was no significant difference as both male and female desired teachers to provide corrections implicitly. This result coincided with Khatib and Vaezi's (2017) research whereby the students were inclined to recast than other corrective feedback methods. Saudi students' second choice of oral corrective feedback in this study was established as metalinguistic correction while their most preferred choice for written correction was

demonstrated as direct corrective feedback. Chandler (2003) reports a similar preference for the students in her study. She points out that direct corrective feedback has proven to improve students' accuracy in short and long term writing.

Considering these preferences, it would suggest that ESL Saudi students favour input-providing strategies where the answers or clues to the answers are offered to them by their teachers. However, even though explicit corrective feedback in oral tasks is an input-providing strategy, it embodies the least preferred option among these students as the teacher explicitly informed the students of their incorrectness. Hence, it is pertinent that strategies which lessen the phenomena of embarrassment and anxiety of students exemplified the most preferred type of corrective feedback while corrections that exposed students' incorrectness reflected their least preferred. The reduction of students' anxiety level enabled them with satisfactory performance in their written work as indicated in Kahraman's research (2013).

Furthermore, these types of preferences could be attributed to the students' cultural background and prior learning habits as previously mentioned which are factors teachers should consider for selecting appropriate corrective strategies in their classrooms. The present conclusion supports Demir and Ozmen's (2017) research where the teachers chose to employ recast and not explicit corrective feedback in speaking lessons for Turkish students in order to facilitate habitual expectations and prevent embarrassment to students.

However, even though Loewen (2013) mentions that recast corrective technique was most commonly employed in the classroom, Mackey et al. (2016) suggest that a mixed method of strategies would be best as there exists no solitary effective feedback type. The judgment of the



teacher becomes critical in this ESL learning situation and as a result, should prevail. Therefore, a conclusion would suggest that metalinguistic clues could be employed with higher-level learners while recast would be more suited for lower-level learners.

#### **5.2.4 The Candidate Most Preferred in Administering Corrective Feedback**

An overwhelming majority of students preferred teachers' corrective feedback instead of peers' correction or self-correction for oral and written activities. Similarly, it was observed in other pieces of research (Saeb, 2017; Kamberi, 2012; Hyland, 1998; Ferris and Roberts, 2001) that a large number of students preferred their teachers' corrective feedback. Students in the present study stated that teachers' corrections remain trustworthy and comprehensible as teachers possess greater knowledge and experience than students. Other students remarked that it was less embarrassing receiving teachers' corrective feedback rather than peers' corrections. Contemplating these results, it would suggest that Saudi students prefer learning in an environment that is less stressful and more comfortable. Students emphatically pointed out that peers' corrections could lead to animosity, superiority and mockery in the classroom. In addition, Ur (2012) mentions that students prefer teachers' corrections as it decreases humiliation and discomfort in the classroom. Correspondingly, Tsiplakides and Keramida (2009) believe that a warm and friendly environment is pivotal in encouraging a natural learning process in the minds of the students.

However, according to Ferris and Roberts (2001) and Mackey et al. (2016) students favoured self-correction as it supported self-editing in student's writing and established long-lasting memory traces. The investigation carried out in this research agreed with Ferris and Roberts

(2001) and Mackey et al. (2016) statements, it established that there remained students who preferred self-correction. They stated that self-correction increased their learning capacities. This finding indicated that there existed Saudi students who exuded self-confidence in applying the acquired L2 knowledge and demonstrated independence and autonomy in their learning endeavour. Students with learning attitudes that exhibit self-determination and problem-solving capabilities would be distinguished admirably in the work environment when these qualities are applied. Hence, teachers should be able to recognize and identify those students in their classrooms and provide a medium in which to facilitate their self-governance.

### **5.2.5 The Appropriate Amount of Corrective Feedback**

Unexpectedly, Saudi students' attitude to the volume of corrective feedback to be offered by the teacher for oral and written errors exhibited distinct results from previous studies such as Kahraman and Yalvac, 2015; Amrhein and Nassaji, 2010; Saeb, 2017 which all confirm that over 50% of the students in their studies desired all errors be corrected, major and minor alike. Referring back to the Saudi cultural habit of over-reliance on the teacher it was surprising that the majority of the students refrained from presuming all their errors to be corrected. They preferred that minor errors be corrected for students who do not commit major ones. It would, therefore, suggest that the students in this present research who hailed from the intermediate and upper intermediate levels desired in attaining an advanced proficiency level by addressing their minor errors, where major errors were rarely an occurrence in their opinion. In addition, it would strongly indicate that they believed correcting their minor errors would assist them in attaining greater competence and perfection in their target language. Lee (2013) remarks that the amount

of corrective feedback students desire depends on their level of proficiency. She indicated that the advanced-level ESL students in her study preferred a significant amount of explicit corrective feedback.

### **5.3 Implications of the Study**

This research echoes a reminder to teachers of all levels in Saudi Arabia that every individual acquires knowledge differently by responding more or less to the various teaching techniques employed. Therefore, it is not surprising that students would adopt corrective strategies that coincide with their style of language acquisition. ESL students bring with them in an ESL classroom their schemata of learning. Hence, if teachers should view students as possessing substantial information about their learning habits, this could assist teachers in developing a more productive environment for learning.

Knowledge of students' expectations and their preferences when being corrected is essential for the efficacy of corrective feedback in the acquisition and development of their L2. Teachers who are equipped with information of students' preferences of error correction in their classrooms have the advantage of appropriately applying the varying types and methods of correction that are most suitable for students' uptake and repair of errors that frequently occur in their lessons. In addition, comprehension of the styles and patterns of students' learning may enable teachers to generate classrooms that are sensitive to students' affective filters and their cultural habits. Thus, teachers who exemplify an awareness of such factors and act upon them

sensitively have the potential to produce a comfortable atmosphere wherein learning would be markedly effective.

Moreover, this research serves as a standard that teachers in Saudi Arabia could utilize for administering corrective feedback in their classrooms. At a minimum, it would stimulate teachers to reflect on the types of corrective feedback they are proffering in the classrooms against the percentage of uptake their feedback is generating. Experimenting with the various corrective feedback strategies on individual learners may empower the teacher to distinguish the dependent learners from the independent ones, thus, providing a more significant opportunity for favourable uptake and repair.

However, if teachers exclusively employ corrective feedback strategies founded on students' desires and preferences, this could produce to an increase of students' domination in the classroom thereby resulting in a problematic situation for the teachers. There should continue to exist a balance between students' preferences and teachers' intuitions in order to establish a practical method that mirrors suitability and benefits to both parties. Allowing one group to dominate over the other could be demotivating, disrupting and frustrating to the learning process. Moreover, an equilibrium between teachers' perceptions and students' preferences yield the opportunity to lessen miscommunication between teachers and students.

Even though this investigation was carried out in Jeddah, it supplies a framework that could be implemented throughout the kingdom of Saudi Arabia where teachers have a foundation to

model on and experiment within their classrooms. The different pedagogical objectives of the lesson conducted in the classrooms may capitalize from the various styles of corrective feedback in oral and written errors, thus assisting the teacher to utilize the most appropriate technique fitting for the lesson. Hence, this appropriateness may serve to bridge the gap between the lesson's objectives, teachers' aims, and their students' expectations.

Regarding researchers, they could utilize the results of this undertaking as a foundation for conducting practical observations in the classrooms in order to gauge the efficacy of these findings. The present study represents the initial stage of a number of stages in discovering the impact corrective feedback preferences may produce on students' uptake and repair in their second language acquisition.

In addition, this research could be beneficial for other foreign languages taught to Saudi students whereby a model of Saudi students' corrective feedback preferences is presented to teachers. Thus, this model could be administered in their lessons while observing which ones are more practicable for successful outcomes in their classrooms. Moreover, it could present a standard that could be utilized for other subjects taught to the Saudis in Jeddah besides foreign languages as it demonstrates the corrective feedback types and the level of preferences for these types.

Moreover, the information gathered in this study, as well as additional investigations and observations of Saudi students' preferences and their teachers' perceptions on the matter of error correction may enlighten curriculum developers and textbooks designers to incorporate

corrective feedback strategies in teachers' manuals of instructions. The inclusion of such teaching instructions could assist in bridging the gaps of mismatches and miscommunications between teachers and students.

Finally, youths represent the future of Saudi Arabia, and they are accompanied by their parents, teachers, administrators, and business proprietors, all of whom represent stakeholders who maintain an interest in the education of the future generation. Thus, it is axiomatic that measures in facilitating the educational development of students are securely established and executed in the learning environment as all stakeholders in this matter would benefit in the future.

#### **5.4 Limitations of the Study**

The subject of error correction possesses layers and stages that could be examined minutely. Unfortunately, this study investigated a single facet of the broad spectrum of this discourse. The writer assigned priority to this segment of corrective feedback above other related aspects as a result of the limited timeframe allotted of this research.

Additionally, the instrument employed for investigating this research was presented as a questionnaire with structured and open-ended questions that gathered quantitative and qualitative data. Regrettably, a face-to-face interview with students could not be entertained due to the constraint of the time in the completion of this research. Henceforth, open-ended questions

inquired about students' views and opinions in justifying their preferences in corrective feedback without the restriction of limited choices.

Another limitation represented the number of the sampled population surveyed (52). Even though the number embodied a justifiable amount of respondents, a larger quantity of contributors would have established strong validity in the results.

Similarly, participants were surveyed from two institutions in the Jeddah province. This restriction could not thoroughly epitomize the vast number of ESL students in Jeddah. Moreover, other ESL institutions from around Saudi Arabia would have symbolized a broader spectrum of the population which would have resulted in a substantial representation of the findings as well as provided an extensive analysis of the study.

## CHAPTER VI

### Summary and Conclusion

#### 6.1 Summary of the Findings

This chapter concludes the investigation conducted in ascertaining of Saudi students' preferences in receiving corrective feedback for oral and written errors that occurred in their L2 acquisition. The results of this research manifested that the students possessed expectations of the application of corrective feedback in their classrooms. Moreover, students individually relied on unique learning strategies that they concluded would effectively improve their L2 development. Leki (1991) remarks that disregarding students' expectations in their learning process may discourage them from progressing. However, Cohen and Cavalcanti (1990) point out that regularly complying to students' preferences could produce students' dependency on teachers while their desires for self-governance may be misrepresented.

Hence, based on the findings, it was concluded that Saudi students concurred in a number of oral and written corrective feedback preferences. For instance, the majority of the students acknowledged that oral and written errors should be corrected as it motivated them towards frequent speech and assisted them in developing accuracy in written and verbal skills.

In like manner, students' inclination for recast followed by metalinguistic corrections proved to be their most preferred types of oral corrective feedback while direct corrections were their



chosen method for written corrective feedback. The reasons provided for selecting recast and metalinguistic corrections were that these methods offered implicit corrective feedback which resulted in less embarrassment as the teachers supplied the answers or rules that assisted students in correcting their errors. On the other hand, direct corrective measures for their written errors presented clear and explicit corrections that identified the locations and types of errors which occurred.

Moreover, the students overwhelmingly favoured teachers' corrective feedback instead of peer or self-correction as they believed teachers' experience and knowledge superseded students' expertise and understanding in the subjects being taught. They remarked that teachers' correction stood out as being trustworthy and comprehensible while peer correction led to mockery and animosity among students.

On the contrary, there existed a few areas in oral and written corrective feedback where the students expressed non-unanimity in their preferences. They displayed contrastive views in the preference of time for the administration of corrections in their speaking activities. Students who desired corrective feedback during the activity indicated that accuracy in their speech reflected substantial importance for attaining perfection in their L2 speaking skills. On the other hand, those who preferred corrections after the speaking activity aimed for excellence in the fluency of their speech in enhancing their communicative capability instantaneously.

Similarly, the optimum time for returning students' marked assignments received varying results. Approximately, 50% of the students agreed for correction to be marked and returned after one day while the remainder were divided on receiving corrective feedback after one week or at

a subsequent time available for the teacher. Surprisingly, the majority of students were objectionable of teachers correcting all their errors. Instead, they preferred corrective feedback for their minor errors while the major ones being managed by themselves.

In order for the transformation of traditional teacher-centered classrooms to a constructive and interactive learning environment, essential paradigm modification should be adopted by teachers in their present didactic strategies as added information is obtained in the process of L2 teaching and learning. For this reason, students' input in their second language acquisition is indispensable. Cook advances that 'L2 learners have fully formed personalities and minds when they start learning the second language, and these have profound effects on their ways of learning and on how successful they are'(2008:8).

## **6.2 Conclusion**

The subject of corrective feedback in ESL teaching and learning is a plethora of information and strategies that could contribute to every dimension associated with repairing errors. Nevertheless, this study delved in the examination of a single feature of the issue which served as registering students' viewpoints and opinions on the matter. Hence, the researcher requests further investigation and analysis be conducted for the development of additional aspects of this exploration.

Methcell and Myles (2004) point out that traditional language teaching viewed students' errors as carelessness or lack of concentration on the students' behalf. However, modern language teaching perspective on students' errors are contrastively different. It considers learners' errors as a means by which teachers could utilize students' errors to enhance acquisition successfully. Cook opines that 'more information about how learners actually learn helps the teacher to make any method more effective and can put the teacher's hunches on a firmer basis'(2008:9).

The various students' preferences and perspectives observed in this study for corrective feedback in oral and written errors concur with Cook's statement that 'the different ways in which students tackle learning also affect their success. What is happening in the class is not equally productive for all the students because their minds work in different ways'(2008:8).

Students' cultural background and previous learning habits play a pivotal role in influencing their L2 process. Therefore, awareness is essential for teachers to be observant of the students' learning styles and their preferences in acquiring a second language. Depending on the manner corrective feedback is offered to students, it could be motivating and enhancing to the development of their productive skills, or it may be de-motivating to their self-confidence. As a result, it is recommended for teachers to be considerate of individuals' inclinations and characters when providing teaching strategies as it accentuates the aspects of teaching that would generate greater uptake and output in students acquisition of ESL.

### **6.3 Recommendations for Further Research**

Examining the subject of oral and written corrective feedback, researchers may either choose to study oral and written corrective feedback simultaneously or separately, depending on the depth of their research and the time allotted for its execution. The present study examined Saudi students' preferences for corrective feedback in oral and written tasks. Unfortunately, other fields were not investigated. Therefore, it is recommended for further research to explore the other potential layers of this topic in Saudi Arabia. Researchers could investigate Saudi teachers' perceptions and experiences in the different strategies and techniques of corrective feedback in oral and written errors. They may then further compare and contrast teachers and students expectations of administering corrective feedback.

Additionally, the effectiveness of corrective feedback in grammatical errors could be further investigated. Researchers may analyze the influence grammatical correction demonstrates on Saudi students' accuracy in their future writing, in addition to the effects it displays on their academic achievement and communicative development.

Moreover, researchers could delve into studying the volume of uptake and repair in students' choices of corrective feedback and the impact it manifested on their long-term speaking and writing skills. They may choose to investigate the level of success each type of error correction such as recast, metalinguistic, direct, indirect and elicitation impacts on Saudi students' uptake and repair. In like manner, researchers could explore the effect students' affective filters such as anxiety, self-esteem, and cultural background have on their uptake and repair of error corrections.

It is recommended that studies be carried out on the topic of corrective feedback in other ESL educational institutions throughout Jeddah to compare their finding with the present results established in this research. In addition, further investigations could be performed in other provinces throughout Saudi Arabia to gather information about students' preferences in corrective feedback, as the present research was restricted to the Jeddah province. Investigating different areas of Saudi Arabia would supply results from a wider representation of the county's population. Likewise, the study of Saudi students' preferences in error correction could be examined at different levels of ESL proficiencies for example at the primary, secondary and tertiary levels.

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## APPENDICES

### Appendix 1

#### Written and Oral Correction Preferences (تفضيلات التصحيح المكتوبة والشفوية) from Upper-Intermediate ESL Male and Female Students in Jeddah, Saudi Arabia

For the respondents of this survey:

This survey investigates (يبحث) the type of error correction you prefer the most and those you dislike in written and oral corrections. With your cooperation and the results established, this research has the potential to assist me and any other teachers in Saudi Arabia when offering corrective feedbacks in your ESL studies. I appreciate the time you are taking in responding to this questionnaire.

#### Part 1 - Personal Information

<b>1. Where do you live in Saudi Arabia?</b> a) Jeddah Province      b) other	<b>2. What is your gender?</b> a) Male      b) Female	<b>3. How old are you?</b> a) 20 - 24    b) 25 - 29    c) 30 and over
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<b>4. What is your proficiency level مستوى الكفاءة in the English language?</b> a) lower-intermediate    b) intermediate    c) upper-intermediate
--

#### Part 2 - Oral Corrective Feedback (ردود الفعل التصحيحية الشفوية)

On a scale of 1-5 select an answer of your choice.

1	2	3	4	5
Strongly Agree موافق بشدة	Agree موافق	Undecided متردد	Disagree غير موافق	Strongly Disagree غير موافق وبشدة

	Should students' oral errors (أخطاء شفوية) be corrected?					
--	--	--	--	--	--	--

	Statements	1	2	3	4	5
1	I would like my oral errors to be corrected in class when I speak.					
2	I feel disappointed (مخيب) when my oral errors are <b>not</b> corrected in class.					
3	I am motivated to speak English when my teacher corrects my oral errors.					
4	I become nervous when my teacher corrects my oral errors and this prevents me from speaking English more often.					
5	I believe oral corrective feedback helps me to speak English more accurately.					
6	It is <b>not</b> important for my spoken errors to be corrected.					
	The following oral error types should be corrected:					
7	- grammar					
8	- pronunciation					
9	- vocabulary					

When should students' oral errors be corrected?	
10. When do you think it is important for your speaking errors to be corrected? a) during the speaking activity      b) after the speaking activity	
11. Give reason(s) for your opinion.	

### How should students' errors be corrected?

#### (A) Types of oral error correction

Number the following teacher's corrections on a scale of preference (على مقياس التفضيل) from **1** to **6** for the student's incorrect sentence below. For this section a number should not be repeated. Use each number once. (بالنسبة لهذا القسم ، يجب عدم تكرار الرقم. استخدم كل رقم مرة واحدة).

1= most preferred الأكثر تفضيلاً	2 = more preferred أكثر المفضل	3= preferred فضل	4= slightly preferred يفضل قليلاً	5= less preferred أقل تفضيلاً	6= least preferred الأقل المفضلة
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Student: *Ahmad speak English better than Ali.*

	Teacher's Oral Correction	1-6
12	Teacher: Oh! Ahmad <b>speaks</b> English better than Ali. (The teacher says the correct sentence.)	
13	Teacher: Sorry! What did you say? (The teacher asks for clarification.)	
14	Teacher: Ahmad .....? (The teacher expects the student to give the correct verb agreement.)	
15	Teacher: Ahmad <b>speak</b> English better than Ali? (The teacher repeats the student's sentence for him/her to recognize the error made)	
16	Teacher: Remember for the third person singular ..... add 's'... (The teacher gives the grammar rule.)	
17	Teacher: No, it is not <b>Ahmad speak</b> , that is wrong, it is ... <b>Ahmad speaks</b> . (The teacher tells the student that the sentence is wrong then provides the correction.)	

18. Could you briefly explain the reason for the **most preferred (1)** corrective feedback you have selected?

.....

.....

**(B) Who should correct your oral errors?**

**On a scale of 1-5 select an answer of your choice.**

1	2	3	4	5
Strongly Agree موافق بشدة	Agree موافق	Undecided متردد	Disagree غير موافق	Strongly Disagree غير موافق وبشدة

	Statements	1	2	3	4	5
19	I would like to correct my own errors.					
20	I would like my classmates (زملاء الصف) to correct my errors.					
21	I would like my teacher to correct my errors.					

22. Who would you like to correct your spoken errors and why?

.....

.....

**What are the students' attitudes (مواقف الطلاب) towards the amount of (كمية من) oral errors to be corrected by the teachers?**

1	2	3	4	5
Strongly Agree موافق بشدة	Agree موافق	Undecided متردد	Disagree غير موافق	Strongly Disagree غير موافق وبشدة

	Statements	1	2	3	4	5
2 3	Teachers should correct all <b>major and minor</b> (الرئيسية و الثانوية) errors students' make while speaking <b>whether the errors affect communication or not</b> (سواء كان ذلك يؤثر على الاتصال أم لا).					
2 4	Teachers should only correct students' <b>major</b> errors that affect communication and comprehensibility (يؤثر على التواصل والشمولية) while speaking.					
2 5	Students who don't commit major errors when speaking, teachers should correct their <b>minor</b> errors.					

On a scale of 1-5 select an answer of your choice.

### **Part 3 - Corrective Feedback on Students' Written Work**

#### تعليقات تصحيحية على العمل الكتابي للطلاب

On a scale of 1-5 select an answer of your choice.

1	2	3	4	5
Strongly Agree موافق بشدة	Agree موافق	Undecided متردد	Disagree غير موافق	Strongly Disagree غير موافق وبشدة

	<b>Should students' written errors be corrected?</b>					
--	--	--	--	--	--	--

	Statements	1	2	3	4	5
1	Errors in my writing assignment should be corrected.					
2	Corrections on my writing assignments do <b>not</b> help me to improve my writing.					
3	Teachers' written feedbacks <b>discourage</b> (يثبط) me from writing.					
4	I need clear explanations to understand my errors and not to repeat them.					
	The following written error types should be corrected:					
5	- grammar					
6	- spelling					
7	- vocabulary					

### When should students' written corrective feedback be returned to them?

<p>8. I would like my errors in my writing assignment to be corrected and returned to me</p> <p>(a) after one day                      (b) after one week                      (c) it doesn't matter                      (d) never</p>
<p>9. Give reason(s) for your opinion.</p>

### How should students' written errors be corrected?

#### (A) Types of written error correction

Number the following teacher's corrections on a scale of preference (على مقياس التفضيل) from **1** to **4** for the student's incorrect sentence below. For this section a number should not be repeated.

Use each number once. (بالنسبة لهذا القسم ، يجب عدم تكرار الرقم. استخدم كل رقم مرة واحدة).

1 = most preferred    الأكثر تفضيلاً	2 = more preferred    أكثر المفضل	3 = preferred    فضل	4 = least preferred    الأقل المفضلة
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*Maha works in bank in Jeddah. She assist every customer that enter the bank.*

	Teacher's Written Correction	1-4
10	<p>a assists enters</p> <p>Maha works in <sup>^</sup> bank in Jeddah. She assist every customer that enter the bank.</p> <p>(The teacher points out the errors then corrects them.)</p>	
11	<p>Maha works in <sup>^</sup> bank in Jeddah. She assist every customer that enter the bank.</p> <p>(The teacher points out the errors but does not correct them.)</p>	
12	<p>art. (article) WV (wrong verb) WV</p> <p>Maha works in bank in Jeddah. She assist every customer that enter the bank.</p> <p>(The teacher indicates the types of errors and points out their locations.)</p>	
13	<p>Maha works in bank in Jeddah. She assist every customer that enter the bank.</p> <p>[art - WV - WV]</p> <p>(The teacher indicates the types of errors at the side of the sentence.)</p>	

14. Could you briefly explain the reason(s) for the **most** corrective preference you have selected?

.....

.....

**(B) Who should correct your written errors?**

1	2	3	4	5
Strongly Agree موافق بشدة	Agree موافق	Undecided متردد	Disagree غير موافق	Strongly Disagree غير موافق وبشدة

**On a scale of 1-5 select an answer of your choice.**

	Statements	1	2	3	4	5
15	I would like to correct my own errors.					
16	I would like my classmates to correct my errors.					

17	I would like my teacher to correct my errors.					
----	---	--	--	--	--	--

18. Who would you like to correct your written errors and why?

.....

.....

**(C) Where should teachers' corrective feedback be written?**

19. Teachers should write their corrections for my errors a) at the side of the page                      b) just over the errors                      c) at the end of the assignment
20. Why did you choose that answer?

**What are the students' attitudes towards the amount of written errors to be corrected by the teachers?**

1	2	3	4	5
Strongly Agree موافق بشدة	Agree موافق	Undecided متردد	Disagree غير موافق	Strongly Disagree غير موافق وبشدة

	Statements	1	2	3	4	5
21	Teachers should correct all <b>major and minor</b> (الرئيسية و الثانوية) errors in students' written work <b>whether the errors affect understanding or not</b> (سواء كان ذلك يؤثر على الفهم أم لا).					
22	Teachers should only correct students' <b>major</b> errors in their written work that affect understanding.					
23	Students who don't commit major errors in their written work, teachers should correct their <b>minor</b> errors.					

**Thank You Very Much for Your Kind Cooperation**

## Appendix 2



**University of  
Sunderland**

### PROJECT INFORMATION SHEET

Student Name	BIBI REHANA MOHAMED
Email Address	<a href="mailto:bh20vq@student.sunderland.ac.uk">bh20vq@student.sunderland.ac.uk</a>
Registration Number	179066137

I would like to invite you to take part in a research study. Before you decide whether or not to take part, it is important to understand the reasons for this research and what it will entail. Please take time to read the following information carefully. Do ask questions if anything you read is not clear or if you would like more information.

**Study Title: Written and Oral Correction Preferences from Upper-Intermediate ESL Male and Female Students in Jeddah, Saudi Arabia.**

#### **What is the purpose of the study?**

This research is conducted as part of my MA TESOL degree program at the University of Sunderland. It aims to obtain information through a questionnaire about the types of error correction you prefer the most and those you dislike in written and oral corrections. This research has the potential to assist me and many other teachers in Saudi Arabia when offering corrective feedbacks to you and other students in your ESL studies.

#### **Why have I been approached?**

You have been chosen to participate in this survey because you are an ESL student in the upper-intermediate level in your study of English as a second language. Hence, you are familiar with different methods of error correction teachers apply in the classroom to assist you in your language acquisition.

#### **Do I have to take part?**

Participation is entirely voluntary. If you change your mind about taking part in the study, **you can withdraw at any point during the session without giving a reason and without penalty.** After you have completed the study, you can also withdraw your consent for your data to be included by contacting me via email **within 2 weeks of participation** and providing me with your participant code. The participant code will be given to you after you have consented to take part in the study. If you decide

to withdraw during the study or in the subsequent 2 week period, your data will be destroyed and will not be used in the study.

**What will happen to me if I take part?**

If you change your mind about taking part in the study, you can withdraw at any point during the session without giving a reason and without penalty. All data collected up to the point of withdrawal will be immediately destroyed.

**What are the possible disadvantages and risks of taking part?**

There are no foreseen disadvantages or risks to you by your participation in this study.

**What are the possible benefits of taking part?**

The possible benefits of taking part will hopefully lead to better ESL teaching and learning throughout Saudi Arabia and even in the Arab world and beyond.

**What if something goes wrong?**

If you change your mind about participation, please contact me by email to cancel your participation. If you feel unhappy after the study, please contact me immediately or the Chairperson of the University of Sunderland Research Ethics Committee, whose contact details are given below.

**Will my taking part in this study be kept confidential?**

All participant information (data) will be treated in accordance with the terms of the Data Protection Act (1998). The data collected will be in my custody at all times in a secured file at my home. Analysing the data will be carried out by me on my personal computer at my home. My computer is protected by a personal password that is only accessible by me. The data collected will not be used for future research projects.

**What will happen to the results of the research study?**

If suitable, the results may also be presented at academic conferences and/or written up for publication in peer reviewed academic journals.

**Who is organising and funding the research?**

I am organising and funding my research.

**Who has reviewed the study?**

The University of Sunderland Research Ethics Committee has reviewed and approved the study.

**Contact for further information**

Doctor John Fulton

(Chair of the University of Sunderland Research Ethics Group, University of Sunderland)

Email: [john.fulton@sunderland.ac.uk](mailto:john.fulton@sunderland.ac.uk)

Phone: 0191 515 2529

**Thank you for taking the time to read the information sheet!**

### Appendix 3



## Participation Consent Form

**Study title: Written and Oral Correction Preferences from Upper-Intermediate ESL Male and Female Students in Jeddah, Saudi Arabia.**

Participant code: \_\_\_\_\_

- I am over the age of 18. (participant's initial) ☐
- I have read and understood the attached study information and, by signing below, I consent to participate in this study
- I understand that I have the right to withdraw from the study without giving a reason at any time during the study itself.
- I understand that I also have the right to change my mind about participating in the study for a short period after the study has concluded, i.e., 2 weeks after the survey.

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

(Your name, along with your participant code is important to help match your data from two questionnaires. It will not be used for any purpose other than this.)

Date: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_